

California Commission on Teacher Credentialing

Teacher Supply in California 2000-2001

A Report to the Legislature

Executive Summary

Determining teacher supply in California is essential for policy makers as they analyze the effects of current statutes and policies effecting teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the California Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

Originally intended to provide data as outlined in Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) signed by Governor Davis, the report incorporates the requirements of the measure into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at www.ctc.ca.gov.

This report frames information under seven questions regarding teacher supply. The questions are:

- How Many Teachers Are Credentialed Each Year in California?
- What Types of Credentials Are Teachers Earning?
- Are Alternative Routes Growing?
- Are Career Ladder Programs Working?
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Are the Numbers of Emergency Permits and Waivers Leveling Off?

There is good news. In fiscal year 2000-01 California saw an 8% increase in teachers newly available to teach, a 5% decrease in the number of emergency teaching permits, and a 17% decrease in the number of credential waivers.

How Many Teachers Are Credentialed Each Year in California?

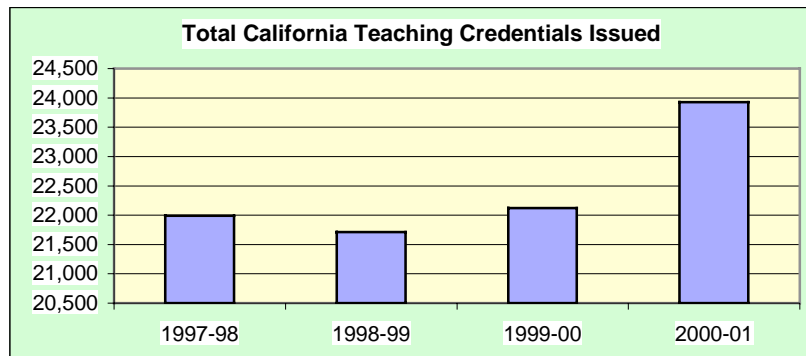
Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district or consortia of districts. Individuals who complete programs through an IHE may earn a preliminary credential first or complete the full professional clear credential program and by-pass the preliminary credential. Those who complete district internship programs earn a professional clear credential. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have several options for obtaining a California credential depending on their years of experience or the comparability of their teacher preparation program to those in California. Recent legislation has effectively streamlined this process for out-of-state teachers.

The supply of credentialed teachers in California increased by 8% from fiscal year 1999-00 to 2000-01, from 22,122 to 23,926. Many of these teachers previously held a preliminary credential, an intern credential, a pre-intern certificate or an emergency permit and were teaching in California classrooms.

The following chart shows the numbers of teachers earning California credentials for fiscal years 1997-98, 1998-99, 1999-00 and 2000-01. The data shows teaching credential numbers for preliminary credentials and professional clear credentials combined.

Total California Teaching Credentials Issued

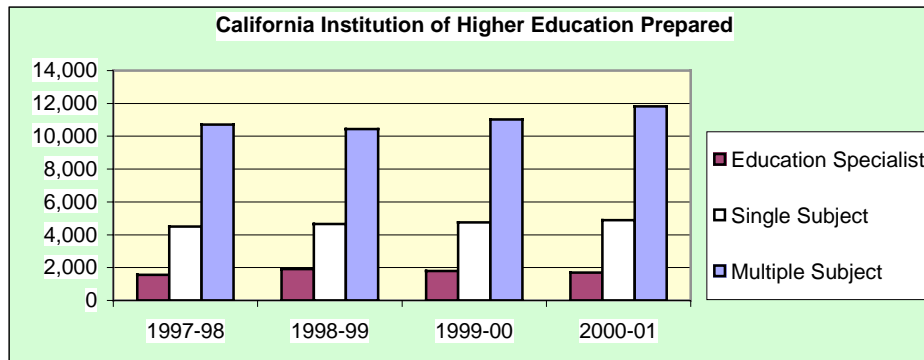
	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
California IHE Prepared	16,767	16,993	17,555	18,397	4.8%
District Prepared	393	508	703	805	14.5%
Out-of-State Prepared	4,837	4,216	3,864	4,724	22.3%
Totals	21,997	21,717	22,122	23,926	8.2%



The following charts show the types of teaching credentials earned in California through the avenues outlined above – California IHE programs, school district programs and teachers prepared in other states.

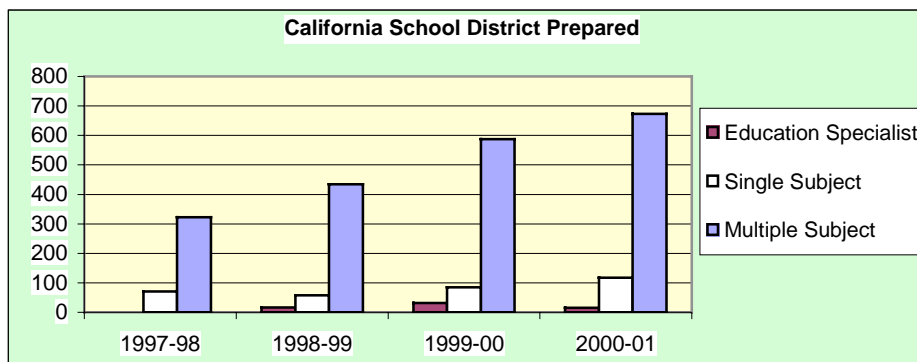
California IHE Prepared

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
Multiple Subject	10,710	10,444	11,013	11,813	7.3%
Single Subject	4,500	4,650	4,748	4,886	2.9%
Education Specialist	1,557	1,899	1,794	1,698	-5.4%
Total	16,767	16,993	17,555	18,397	4.8%

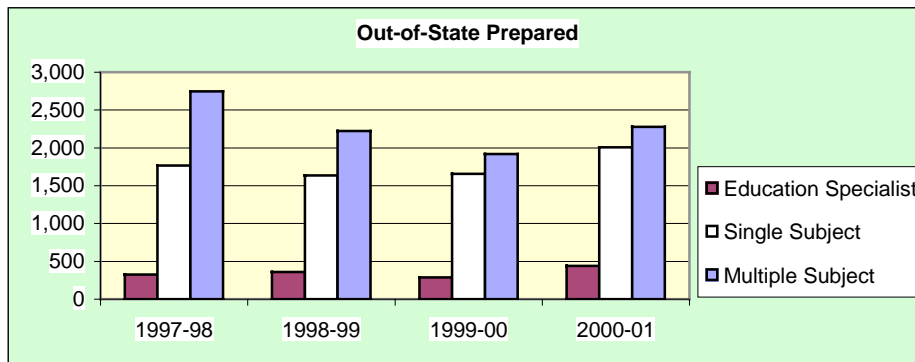


District Prepared

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
Multiple Subject	322	434	587	673	14.7%
Single Subject	71	58	85	117	37.6%
Education Specialist	0	16	31	15	-51.6%
Total	393	508	703	805	14.5%



<u>Out-of-State Prepared</u>					
	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
Multiple Subject	2,747	2,223	1,918	2,277	18.7%
Single Subject	1,765	1,634	1,658	2,006	21.0%
Education Specialist	325	359	288	441	53.1%
Totals	4,837	4,216	3,864	4,724	22.3%



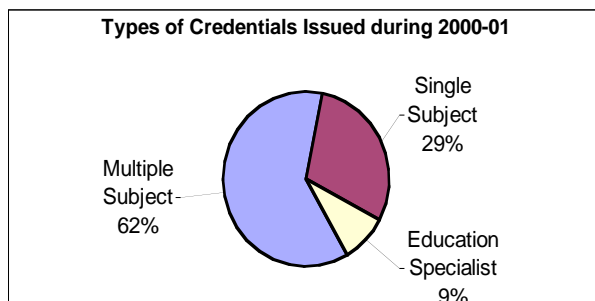
What Types of Credentials Are Teachers Earning?

This report focuses on teaching credentials for California's K-12 classrooms. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject Teaching Credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single Subject Teaching Credentials authorize service in departmentalized classes such as those in most middle and high schools. Education Specialist credentials authorize service in special day classes and in resource programs for students with special needs.

As shown in the chart below, Multiple Subject Teaching Credentials comprise 62% of the total number of credentials issued in 2000-01 at 14,763. Single Subject Teaching Credentials comprise 29% at 7,009 and Education Specialist Teaching Credentials comprise 9% of the total at 2,154.

Types of Credentials Issued During 2000-01

	<u>2000-01</u>
Multiple Subject	14,763
Single Subject	7,009
Education Specialist	2,154
Total	23,926



Are Alternative Routes Growing?

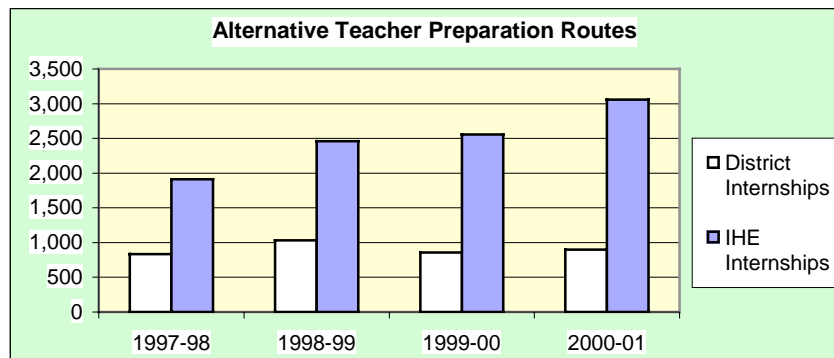
California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs offer an internship alternative. School districts may also offer teaching internship programs. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience – usually during the summer – and must show how interns are mentored in addition to providing continued teacher education courses and seminars.

The chart below shows the number of intern credentials and certificates issued for use in both IHE and school district programs. Data for fiscal years 1997-98, 1998-99, 1999-00 and 2000-01 show a steady increase in IHE internship programs with an enrollment of 3,056 in 2000-01 and a slight variation over time in district internship programs with an enrollment of 897 in 2000-01.

Alternative Teacher Preparation Routes

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
IHE Internships	1,909	2,458	2,557	3,056	19.5%
District Internships	834	1,030	855	897	4.9%
Totals	2,743	3,488	3,412	3,953	15.9%



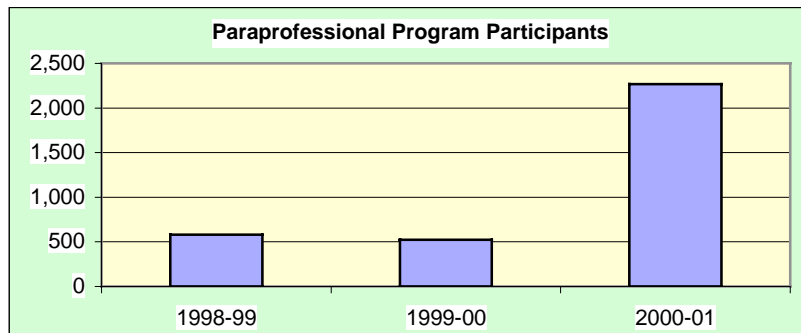
Are Career Ladder Programs Working?

In the past few years, the Governor and the Legislature have provided programs for individuals working in classrooms as paraprofessionals and as pre-interns. These programs provide funding to support individuals while they work in the classroom and complete their teacher preparation. The Paraprofessional Teacher Training Program provides money for tuition and books, offers academic support as participating classroom aids earn a college degree and complete a credentialing program. The Pre-Intern Program provides funds for school districts to support teachers who would otherwise serve on emergency permits. The program offers training in basic classroom skills such as classroom management and organization, provides mentoring and helps the participants meet credentialing subject matter requirements to enter an internship program. Both programs have been highly successful in moving participants into internship programs and later to full credentials.

Analysis of the participation in both programs can help forecast future credential numbers. The charts below show increased participation in both programs, due in great measure to increased funding. The Paraprofessional Teacher Training Program shows a 334.5% increase in participation from 1999-00 to 2000-01 from 522 participants to 2,268 participants. The Pre-Intern Program shows a 95.4% increase in certificates issued from 1999-00 to 2000-01 from 4,142 to 8,092.

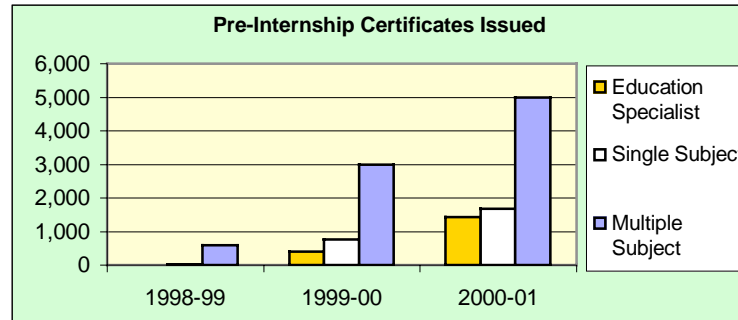
Paraprofessional Program Participants

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
580	522	2,268	334.5%



Pre-Internship Certificates Issued

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
Multiple Subject	597	2,987	4,981	66.8%
Single Subject	12	760	1,677	120.7%
Education Specialist	0	395	1,434	263.0%
	609	4,142	8,092	95.4%

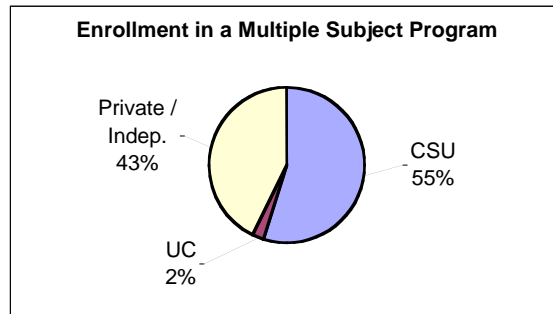


Tracking teacher preparation program enrollment can serve as yet another forecasting tool. Recent federal regulations, detailing the Elementary and Secondary Education Act, require all states to report data on teacher preparation. Included in this report is enrollment data for all IHE teacher preparation programs. Fiscal year 2000-01 marks the first year of this reporting requirement.

The charts below show enrollment data for Multiple Subject Teaching Credential Programs, Single Subject Teaching Credential Programs and Education Specialist Teaching Credential Programs. The charts show this data according to enrollment in programs offered through the California State Universities (CSU), the University of California (UC) and Private/Independent Universities. Because not all credential candidates will complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate's progress toward the credential. The data shows that there are 31,470 candidates enrolled in programs for Multiple Subject Teaching Credentials, 14,699 candidates enrolled in programs for Single Subject Teaching Credentials and 5,109 candidates enrolled in programs for Education Specialist Teaching Credentials.

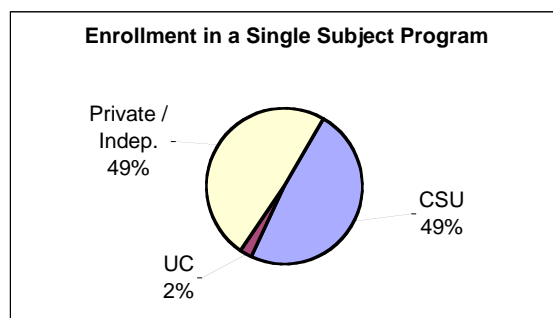
Multiple Subject

CSU	17,262
UC	738
Private / Indep.	13,470
Total	31,470



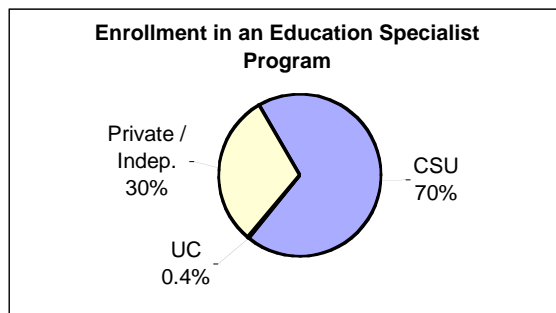
Single Subject

CSU	7,162
UC	366
Private / Indep.	7,171
Total	14,699



Education Specialist

CSU	3,529
UC	22
Private / Indep.	1,558
Total	5,109

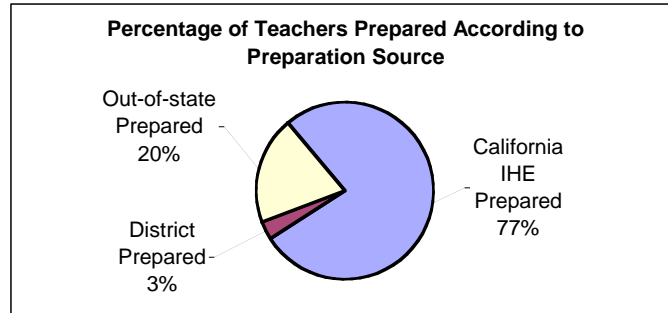


Who Prepares California's Teachers?

California Universities prepared 77% of the teachers in California in fiscal year 2000-01. Teachers prepared in other states who later became credentialed in California comprised 20% of newly credentialed California teachers. The remaining 3% of newly credentialed teachers were prepared through school district internship programs.

Percentage of Teachers Prepared According to Preparation Source
Fiscal Year 2000-01

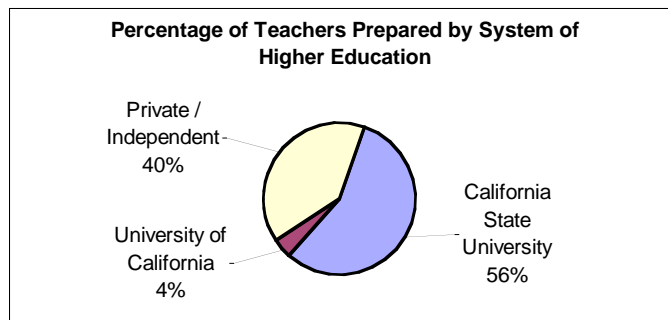
<u>Certification Route</u>	<u>Multiple Subject</u>	<u>Single Subject</u>	<u>Education Specialist</u>	<u>Totals</u>
California IHE Prepared	11,813	4,886	1,698	18,397
District Prepared	673	117	15	805
Out-of-state Prepared	2,277	2,006	441	4,724



Of the three university systems – California State University (CSU), University of California (UC) and Private/Independent Universities – CSU prepared 56% of the teachers in the fiscal year 2000-01. Forty percent of the teachers were prepared in programs offered through Private/Independent Universities and 4% were prepared through UC programs.

Percentage of Teachers Prepared by System of Higher Education
Fiscal Year 2000-01

California State University	10,258
University of California	791
Private / Independent	7,348
Total	18,397

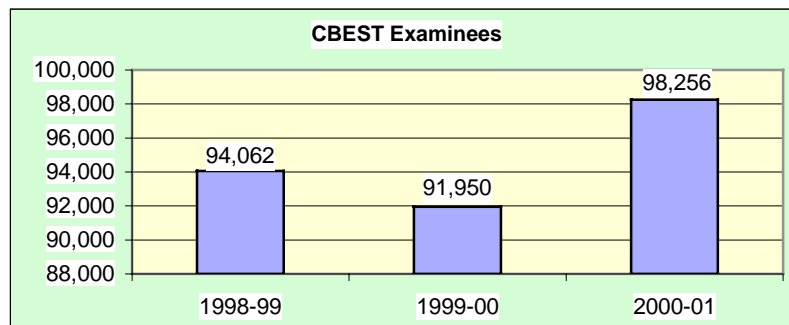


Are More People Considering a Teaching Career?

One indicator of interest in teaching is the number of individuals taking the California Basic Education Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. While the number of CBEST examinees has varied over the last three years, data shows that there is a substantial increase in 2000-01 at 98,256 compared to 91,950 in 1999-00 and 94,062 in 1998-99. All examinee numbers include repeat test takers.

CBEST Examinees

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
94,062	91,950	98,256	6.9%

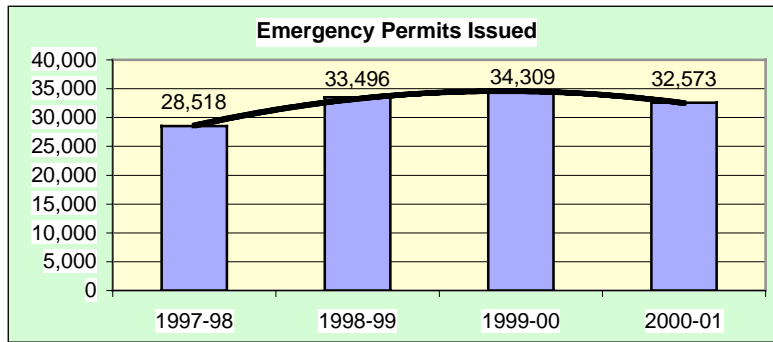


Are the Numbers of Emergency Permits and Waivers Leveling Off?

For the first time since class size reduction was implemented in California in 1996, the numbers of emergency permits and credential waivers has decreased from the previous year. From fiscal year 1999-00 to 2000-01 the number of emergency teaching permits (Multiple Subject, Single Subject, and Special Education) decreased by 5% -- from 34,309 in 1999-00 to 32,573 in 2000-01. Additionally, the number of credential waivers decreased by 17% -- from 2,724 in 1999-00 to 2,265 in 2000-01. Taking into account an increase in the number of certificated staff in California's schools and the decrease in the number of emergency permits, the percentage of emergency permits has decreased from 11.6% in 1999-00 to 10.7% in 2000-01. Credential waivers decreased from 1.1% of the total certificated staff in 1999-00 to .7% in 2000-01.

Emergency Permits

<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
28,518	33,496	34,309	32,573	-5.1%



Waivers

<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
3,213	3,377	2,724	2,265	-16.9%

